**Project Checklist Template -** **Sustainability Platform Minimum Quality Standards**

**Name of project:**

**Date of last update:**

**Latest update done by:**

**Next update planned for**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Quality Standards**  Aligned with e-training | | **Checklist**  Questions to ask about your project  *Tick the box if the answer is yes, if not explain action taken to meet the standard. Follow up actions in the Country Cooperation Plan (CCP)* | **Proposed action to meet SP standard** | **Planned actions to meet SP standard**  ***WRITE HERE***  *(see examples for the assessment phase)* |
| **1** | **The community approve the assessment and project** Initial orientation meeting with communities is conducted to explain the role of the National Society, and to discuss plans and expectations, including potential positive and negative impacts.  We must encourage and make space for people to talk about their issues and priorities before they are involved in assessment questionnaires and ask for consent to carry out assessment and project. | **Has the National Society considered how to ensure the following when carrying out the assessment?**   * The community understand the role and mandate or Red Cross/Crescent * The expectations of the communities are managed (i.e. explaining what they project can and cannot do) * The community understands that they can say no to the project and support from the Red Cross/Crescent | Try to discuss with the National Society the benefits of properly introducing themselves to the communities.  If needed, consider arrange a session on CEA for the National Society  Reach out to your CEA advisor if you need support | Write here: |
| **2** | **Assessment Team Gender Balanced and Contextualized** The National Society contextualize, and gender and diversity balances the assessment team. | **Is the National Society planning on using a gender and diversity balanced team for the assessment?** | Try to discuss with the National Society on the importance and benefits of having a balanced team.  Reach out to your PGI advisor if you need support with arguments | Write here: |

| **Quality Standards** | | **Checklist** | **Proposed action to meet SP standard** | **Planned actions** |
| --- | --- | --- | --- | --- |
| **3** | **Sex, age and disability disaggregated data collected** | **Does the National Society collect SADDD?** | Make a gender analysis using the gender marker tool to inform the assessment  Reach out to your PGI advisor if you need support with arguments | Write here: |
| **4** | **Involving marginalizes and discriminated groups** Males and females of all ages, including those from marginalized and discriminated groups, are consulted and involved. They are informed how they can participate in decision-making processes during the whole project life. | **Does the National Society integrate Protection Gender and Inclusion questions in the assessment questions?**  **Will the National Society consult males and females of all ages, persons with disabilities, considering other diversity factors in the assessment?** | Try to discuss with the National Society on the importance of consulting and involving all different parts of the communities. Reach out to your PGI advisor if you need support with arguments  Try to discuss with the National Society on the benefits on involving the communities in decision making around the project. Reach out to your MEAL advisor for guidance | Write here: |
| **5** | **Approved communication and feedback channels** Preferred and trusted communication channels for feedback and information are mapped for diverse groups and agreed upon with the community. | **Is the National Society planning to collect information on preferred and trusted communication channels for feedback and information during the assessment?** | If needed, start by discussing the concept of feedback systems with the National Society and its benefits.  Try to discuss the importance of listening to the community members preferences of communication channels when designing a feedback system  Reach out to your CEA advisor if needed | Write here:  data. |
| **6** | **Identify and analyze environmental aspects** An environmental assessment is made to understand the project’s environmental impacts and how climate change may impact the project. The assessment should be completed early enough to inform project design. In an emergency, the assessment is done after the emergency phase is over. | **Is the National Society planning to carry out an *initial environmental risk screening* to determine the scope and extent of the environmental assessment prior to the project planning?** | Reach out to your Green Response Advisor for advice on how an environmental assessment could be conducted for the project.  If needed, consider arranging a session for the National Society on the topic of Green Response to raise awareness of its importance.  If needed, consider the possibilities of reallocating funds to fund a environmental assessment | Write here:  . |
| 1 | **Project Plans**  Project plans are developed based on needs assessment data, problem and solution analysis. Specific attention is given to ensure plans maximize positive impact and minimize negative impacts on conflict and environment, that it addresses the specific needs of girls, boys, women and men of different background; and that this is shared with the community. | **Are SADDD collected and analysed to inform the project plan?**  **Is the project plan developed based on a needs assessment followed by a problem and solution analysis? (In some cases, a call for proposals may guide the selection of thematic areas and/or geographic target area)**  **Are activities, indicators or even objectives adjusted in relation to SP standards when needed?**  **Project plans are shared with the community** | Assesses projects plans using the Gender Marker Tool. If the scoring is low, adjust projects plans to reach acceptable level.  Discuss inclusion issues with the National Society, why it is important and how to adjust the project plans accordingly.  Reach out to your PGI/CEA/GR/MEAL/volunteering advisor if you need support.  Where there is a gap in understanding and/or ownership of aspects of the SP quality standards include this in introductory trainings for the project. | Write here: |
| **2** | **Risk assessment** A risk assessment is included in the project design as part of our commitment to the Do No Harm principles. Project goals and objectives are adjusted for anticipated safety, conflict, climate and environment risks (for volunteer safety and security, see SP standard for volunteering). | **Look at the risk matrix in the funding proposal package: Has the National Society conducted a reasonable risk assessment including mitigation actions as part of the design and planning phase?**  **When making the assessment consider if the following aspects etc. are included (provided that they are relevant in the context):**  **1. Environment and Climate Change risks 2. Fraud & corruption**  **3. Sexual Exploitation and Abuse 3. Conflict sensitivity or potential tensions 4. External risks such as natural disasters or outbreaks 5. Lack of involvement or interest from the target community   Look at the budget – Has the National Society included the needed activities/budget lines to be able to implement possible mitigation actions that have been identified in the risk assessment?** | 1. Discuss the benefits of a risk assessment with the National Society.  2. Based on the Risk Assessment discuss with the NS how to adjust project objectives for anticipated safety, conflict, climate and environment risks.  3. Discuss the importance of that mitigation plans are informed by traditional, indigenous and local knowledge, with technical solutions adapted to the realities of the community.  Reach out to your PGI/Green Response advisor if you need support. | Write here: |
| **3** | **Volunteer safety, security and wellbeing** Review potential threats to volunteers and ensure that plans include measures to reduce and mitigate these risks and including psychosocial support and necessary skills, tools and supervision | **Does the National Society continuously review potential threats to their volunteers to ensure that plans, programmes and activities include measures to reduce and mitigate these risks.**  **Does the National Society provide all volunteers with the necessary security and safety-related training?**  **Does the National Society ensure that all volunteers have an adequate “safety net” regarding death, injury, sickness and trauma?**  **Does the National Society give all volunteers psychosocial support and equips them with the necessary skills, tools and supervision?** | Explore with the National Society counterpart and identify their capacity to fulfil the standard.  Discuss the potential risks volunteers can be exposed to through the activities and plan for mitigations measures to reduce these risks within the project.  A Safety, Security and Well-being of Volunteers self-assessment is a useful exercise to aid in identifying the National Society capacity and outlining prioritized areas and action plan. Use the implementation guide as a reference document  Develop together with the counterpart an action plan to help reduce gaps. The activities can be included in the project plan and in the overall NSD plan.  Reach out to your Volunteering Development advisor if you need support. | Write here: |
| **4** | **Referral mechanism** Ensure that a safe and appropriate referral mechanisms is in place with both internal and external referrals.  The referral mechanism is the process of directing survivors of SGBV or children who reveal an incident of violence to a trusted partner, when meeting their needs is beyond the expertise or scope of work of the national society. (For example, agencies and professionals for SGBV, child protection, and legal and psychosocial support services) | **Is there a mapping of referral related services that are updated and disseminated?**  **Are staff and volunteers trained in how to link individuals to safe referrals?** | Ask the NS to Map the available referral mechanism including both internal and external referrals.  Ensure that the issue of referral mechanisms is mainstreamed in staff and volunteers project introduction training.  Reach out to your PGI advisor if you need support. | Write here: |
| **5** | **Feedback Mechanism** A systematic and safe feedback mechanism is established. The mechanism documents, responds to, analyses and acts on feedback through several channels and close the feedback loop by reporting back to people and communities how their feedback has been considered.  Specific procedures are in place to deal with issues of sexual exploitation, abuse and/or other sensitive issues and include opportunities to address environmental outcomes. | **Has the National Society included the establishment of a feedback mechanism in the project plan?**  **Is there sufficient financial and human recourse available to set up and run the system?**  **Have procedures been developed for how to deal with issues of sexual exploitation, abuse and/or other sensitive issues?** | Encourage the NS to establish a feedback mechanism - link to NS existing mechanism, NS guideline, IFRC CEA guideline and toolbox. (if NS institutional CEA mechanism does not exist reach out to your CEA advisor to discuss possible solutions).  Encourage the NS to set up specific procedures to deal with issues of sexual exploitation, abuse and/or other sensitive issues. (if NS institutional mechanism does not exist reach out to your CEA advisor to discuss possible solutions). | Write here: |
| **6** | **Indicators**  There is a clear link between the indicator and the objective. The indicator is possible to measure with the capacities and skills available in the project. | **There is a clear link between the indicator and the objective.**  **The indicator is possible to measure with the skills and capacities available in the project.**  **Consider having a maximum of 3 indicators per outcome or output, not to overburden the M&E system.** | Ensure the NS only include indicators that can and will be measured and are clearly linked to the objective. Have maximum 3 indicators per outcome or output.  Reach out to your relevant advisor for the sectoral or cross cutting area concerned to discuss relevant indicators for project objectives. | Write here: |
| **7** | **Plan M&E activities** Develop an M&E plan. Ensure M&E activities (baseline, monitoring visits, annual progress review, mid-term review and evaluation) are specified in the project plan. | **Does the project team know how to measure each indicator?  Does the project team know who will measure the indicators and how often?  Does the project team know who will use the monitoring data and for what?** | Discuss with the National Society why it is important to plan for monitoring and evaluation.  Support the National Society in developing an M&E plan for the project. Consider how the target group can be involved in measuring a few indicators. Discuss how to use the M&E plan.  Reach out to your MEAL advisor if you need support. | Write here: |
| **8** | **Baseline, target and indicator tracking table** A baseline is done before the projects start as a first measurement of the project indicators. Targets for each indicator are set based on the baseline data and available project resources. An indicator tracking table is developed to track each indicator’s progress from baseline to set target. | **Have the indicators’ baseline values been identified before the project starts?   Are indicator targets calculated based on the baseline values and available project resources?**  **☐ Is an indicator tracking table developed to track indicator progress from baseline to target.** | Discuss baseline planning with the NS before the project starts. Ensure a common understanding that the baseline is the first measurement of the project indicators.  Have a discussion on realistic targets with the NS, taking in consideration available resources and baseline values.  Discuss how indicators will be routinely tracked with the NS.  Reach out to your MEAL advisor if you need support. | Write here: |
| **9** | **Budget for quality standards** Quality Standards are adequately budgeted for in the project budget | **Are all applicable Quality Standards budgeted for in the project budget?** | Discuss with the project team and ensure all relevant Quality Standards are budgeted for. The SRC activity based budget template include quality standard budget lines.  Reach out to your PGI/CEA/GR/MEAL/volunteering advisor and/or Regional Finance Coordinators if you need support. | Write here: |
| **1** | **Participation and information** People and communities participate in a meaningful way throughout the project cycle and participate in decision-making processes. They are regularly informed and consulted about Movement principles, behavior, plans and activities, how to provide feedback & complaints; and capacitated to recognize environmental impacts. | **Is the community regularly engaged/informed about:**  1. Movement principles and values?  2. Project objectives plans and activities?  3. How to provide feedback?  4. How to participate in decision-making processes? | Discuss issues of information and participation with the National Society. Argue why it is important to include this in project implementation.  Ask your CEA advisor for advice and arguments. | Write here: |
| **2** | **Feedback** Complaints and feedback are included as a core part of monitoring activities and are registered and responded to, closing the feedback loop within agreed response times. The system is reviewed and revised as necessary. | **Is the complaints and feedback system activated, communicated and accessible to the whole community without discrimination.**  **☐ Are complaints and feedback regularly registered and responded to?**  **Is there a system to handle sensitive feedback and complaints in place, well communicated to the community?** | Discuss with the national society why it is important to collect and respond to feedback and complaints.  Contact your CEA advisor for support setting up a feedback and complaints system. | Write here: |
| **3** | **Score Gender/DAPS Marker**  As part of regular monitoring, review and update the Gender Marker Tool. The DAPS (Dignity, access, participation and safety) checklists for the relevant sector is used in monitoring. | **Do project activities address the specific needs, protection risks, vulnerabilities and priorities of girls, boys, women, and men of different backgrounds, including persons with disabilities?**    **Are affected girls, boys, women, and men of different backgrounds involved in the implementation and monitoring of the operation?** | Reach out to your PGI advisor if you need support with arguments.  Use the sectoral DAPS Self-assessment tool to address the gaps and improve the activities, discuss the needed adjustment with the project team, and reach out to your PGI advisor for additional support | Write here: |
| **4** | **Referral pathways** The referral mechanism is ensuring safe, appropriate and confidential protection referrals internally and externally. The mechanism is revised as necessary. | **Is the referral mechanism ensuring safe, appropriate, and confidential protection referrals internally and externally?** | If the referral pathways do not function/exist reach out to your PGI advisor to discuss possible solutions. | Write here: |
| **5** | **Indicator tracking** Indicator progress is routinely tracked and documented, in accordance with the M&E plan. People and communities validate the findings of the monitoring and are consulted on any project adjustment. | **Are Indicator progress routinely tracked and documented, in accordance with the M&E plan?**  **Does the project collect and analyses sex Age Disability disaggregated data?**  **Does people and communities validate the findings of the monitoring and are consulted on any project adjustment?** | Discuss with the national society why it is important to track and document indicator progress in accordance with the M&E plan.  Reach out to your MEAL advisor if you need support. | Write here: |
| **6** | **Adaptive Project Management** Project plans and budgets are revised as necessary based on monitoring findings, community feedback and changes to the context. All changes are well documented. | **Are monitoring findings, community feedback and changes to the context followed up by a project management decision on if and how to adapt implementation?** | Discuss adaptive management benefits with the NS, encouraging changes to the project plan when necessary.  Reach out to your MEAL advisor if you need support. | Write here: |
| **7** | **Annual Progress Review** Participatory Annual Progress Reviews are done and recommended actions are directly addressed in project implementation. | **Are participatory Annual Progress Reviews and recommended actions directly addressed in project implementation?** | Discuss with the project team and the national society why it is important to conduct annual progress reviews. Try to do the review when it is most useful to guide project management, for example before a new phase of the project.  Reach out to your MEAL advisor if you need support. | Write here: |
| **8** | **Evaluation Management Response** Management responses are developed by SRC and NS and other partners for all evaluations and reviews. Recommendations and corrective actions are recorded and followed up in SRC Country Cooperation Plans. (Mid-term reviews are done for projects longer than 24 months; and evaluations are made at the end of each project cycle). | **Are management responses developed by SRC and NS and other partners for all evaluations and reviews?**  **Are recommendations and corrective actions recorded and followed up in SRC Country Cooperation Plans?** | Discuss with the project team and the national society why it is important to develop management response to evaluations.  Discuss with the project team why it is important to document and follow up recommendations and corrective actions in SRC Country Cooperation Plans.  Reach out to your MEAL advisor if you need support. | Write here: |